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2 October 1986

OTE 86-6386

MEMORANDUM FOR: Inspector General
VIA: Deputy Director for Administration
FROM:
Director of Training and Education
SUBJECT: Agency Management Training Program

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Attached is our plan for Agency management training which is to be discussed at the 8 October Training Steering Committee Meeting. I would appreciate any comments you have as well as your voicing your support for the general principle that we need to do a better job in this area.

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Attachment

OTE/LDD/MTB (OTE 86-6386 1 October 1986)

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MANAGING IN CIA

A Training Program for Agency Management Development

September 1986



FOR OFFICIAL USE ONLY

"MANAGING IN CIA"

A Training Program for
Agency Management Development

Prepared by
Management Training Branch
Office of Training and Education
October 1986

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EXECUTIVE
SUMMARY

EXECUTIVE SUMMARY

In response to the DCI's injunction to improve our management effectiveness and a similar charge from the Executive Director's Executive Development Task Force, OTE has developed a new program for management training. This program is based on numerous discussions with Agency managers and an extensive analysis of management training needs. As detailed in the Annex, over [] Agency managers responded to a questionnaire on management skills, providing us with a wealth of data on the subjects our managers want us to teach.

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The program incorporates the following broad principles. It:

- is flexible, designed to implement a corporate Agency philosophy while meeting the different needs of the Directorates.
- is well defined and focused.
- is relevant to Agency management concerns and values.
- employs Agency managers in the classroom.
- is demanding and intellectually challenging.
- utilizes short and dynamic courses.

The program's underlying value is that management training must improve our ability to get the job done--by more effective utilization of our people.

A key feature of the program is two short, dynamic, required courses for new supervisors that will lay out the Agency's basic management philosophy, give some fundamental management techniques and rules of the road applicable across the Agency, and provide some training in basic people-handling skills that can be put to work at the branch and section level.

These courses will seek to impart a production and action-oriented philosophy to our managers, one that emphasizes that the first line supervisor is the Agency's initial line of defense in areas such as security and propriety. They will stress that it is the responsibility of our managers to utilize people effectively, treat them fairly and develop their skills. These courses are in part the answer to the question...What does CIA's senior leadership expect of its first line supervisors?

Although the courses will be attended by students from across the Agency, they will involve line managers from the directorates as teacher-participants and employ directorate-specific case studies and role plays to ensure that students recognize the relevance of the content to them.

The courses are to be taken by new GS-11 and above supervisors within one year of their entry into the managerial ranks. They are being designed in such a way that, with some adaptation, they can be presented to new managers overseas and at U.S. field facilities.

One of the required courses, Managing in CIA, is an intensive three-day course that we think should be taken about three months after a new supervisor takes up his or her assignment. As a result of taking this course, the new supervisor will:

- understand Agency values and beliefs, particularly as they relate to new managers.
- understand his or her accountability for observing and enforcing Agency regulations and for effectively utilizing and developing people.
- know Agency regulations, procedures, and policies--particularly in the personnel and security areas.
- have some practical rules of the road for organizing the workplace in order to get the job done.
- be better able to make the switch from substantive/technical specialist to manager.

The second required course, Leading People in the CIA, is also an intensive three-day program. It is designed to be taken about six months after becoming a manager. It focuses on developing the skills and abilities of new first line supervisors to utilize people more effectively and productively. It has the specific objectives of giving new supervisors:

- basic communication, counseling and feedback skills.
- some basic concepts about motivation and power that will help them get people to take action in the workplace.
- the ability to better manage relationships with subordinates, peers and superiors.
- a greater understanding of their own managerial strengths and weaknesses.

The program allows the directorates and their components to develop specific directorate-related courses that will follow and build on the two basic, required courses. The DI and DST have given preliminary working level approval to this concept; we believe the DO Operations Management and COS Seminars could logically follow this sequence as well. It will be up to the Directorates to determine whether they are mandatory.

The required courses will be supplemented by a program of management "electives"--short, demand-driven programs of specific advanced management skills (See Schematic Overview of the Management Training Program on IV). These will be open to all managers. They will concentrate on skill building in such areas as writing, briefing, interpersonal relations and program management. The electives will help reduce the current back-log we have in the Agency for management training. The Program for Creative Management and the Looking Glass Inc.--two of our most popular and effective management programs--will become part of this electives program.

Implementation

OTE is well along with the design and development of the two required courses. We plan to run pilots in November, subjecting them to the review of actual first-line managers from the directorates. We plan to schedule sufficient runnings of them in 1987 to accommodate the new supervisors we anticipate being eligible for them in the headquarters area. OTE has the goal of adapting the courses in conjunction with the Directorate of Operations and taking them to the US field and overseas in 1987.

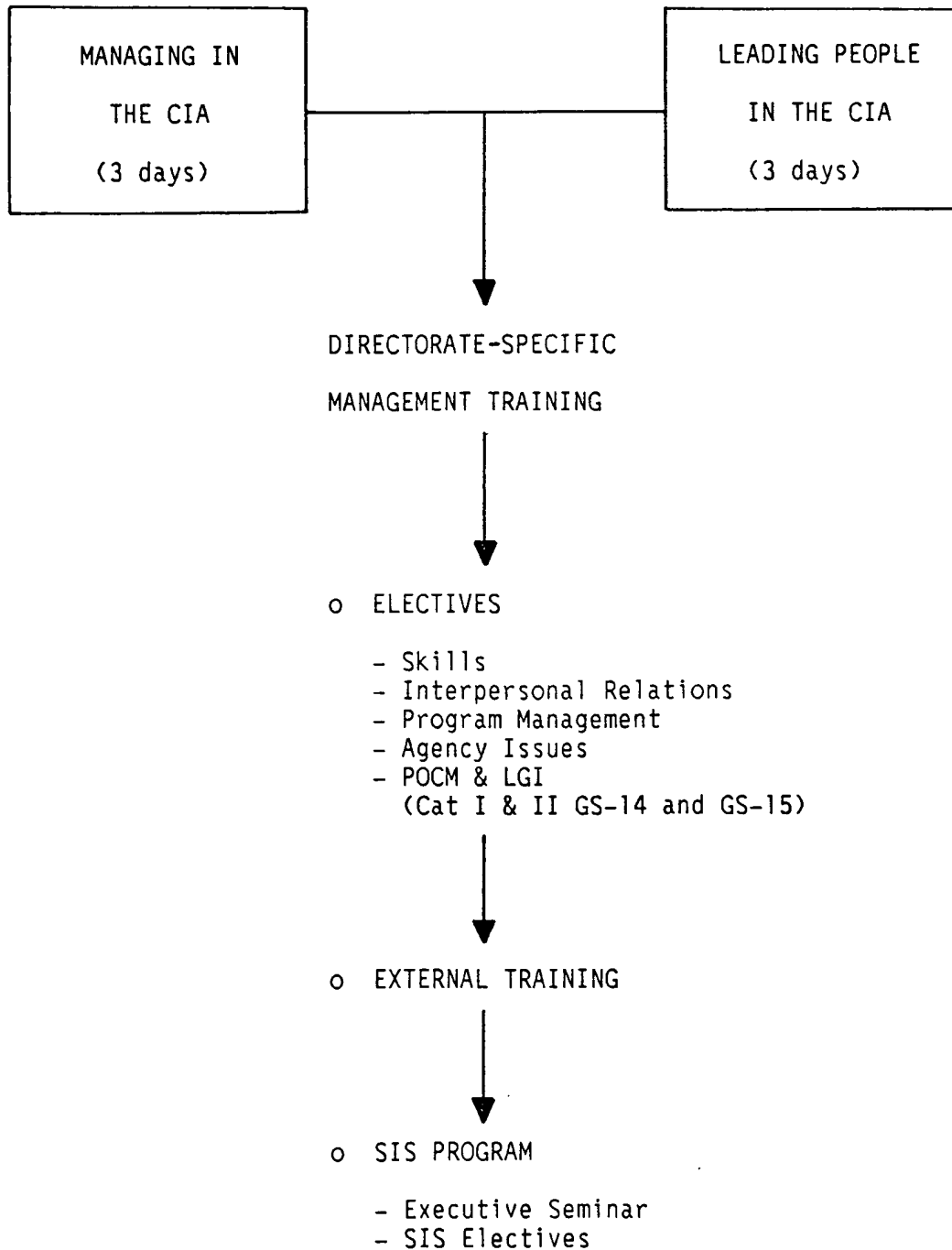
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OTE has already begun to take steps to translate the electives program from a concept to a reality. For example, OTE has just introduced a new one-day budgeting workshop for managers. We have identified contractors for other programs such as time management, utilizing power effectively and managing change, and are working to schedule them early next year.

OTE will provide the personnel and financial resources to make a major step toward implementing the overall Managing in CIA program in FY 87. During the fiscal year, however, we will be counting on the Directorates to encourage managers to actively participate in the classroom as part-time teachers.

Our sense of the climate in the Agency is that managers want us to move ahead on this program now. Many of them are looking to a program such as this as only one element of a concerted effort on their part at more effective management and executive development. But OTE cannot do it alone. We will need the backing, involvement, and support of the directorates if the new program is to take hold and thrive.

Schematic View of Management Training



PROGRAM

The Changing Agency Environment

We need to take further steps to enhance management and leadership skills of the people entrusted with these responsibilities. We long ago realized that in many cases we cannot pay employees what they might earn in the private sector. Our ability to attract and retain people rests strongly on our ability to lead and manage them in ways which constantly reinforce the excitement and challenge of our profession.

Mr. William Casey
23 July 1986

As Mr. William Casey's 23 July 1986 remarks to the Senate Select Committee (SSCI) on Intelligence indicate, the CIA faces a challenge--to ensure that it does not suffer the middle-age malaise that many organizations experience. We must do this at a time when many social and political changes are affecting the Agency culture and environment:

- We face increasing demands on our personnel and fiscal resources to get the job--the collection and production of intelligence--done more effectively.
- We need to retain our skilled people in the face of intense competition from the private sector.
- We need to ensure that our very talented but inexperienced young people learn our Agency culture and values.
- The Howard and Scranage cases demonstrate that we must make a better effort to develop concepts of supervisory accountability.
- We need to be more adaptive and open to change--this ranges from demands imposed on us by the evolving international environment to the need to respond to socio-demographic changes in the Agency such as tandem couples and the growing proportion of women in the work force.

It is clear that Agency managers must be in the forefront of responding to these challenges. But our Agency management training effort--although well intentioned and often of high quality--has not always prepared managers for this. The Executive Development Task

Force established by the Executive Director in October 1985, in its draft report, has urged that major steps be taken to overhaul our program.¹ It has urged that:

- we establish a program that is focused, well-defined and clearly understood throughout the Agency.
- the program be relevant to Agency management concerns and be based on the values of our organization.
- the program be demanding and intellectually challenging.
- that courses be short and dynamic.
- we draw the experience and expertise of our practicing line managers into the classroom.
- we relate our management training to the specific problems found in the directorates.
- we provide management training to our overseas employees.

The "Managing in CIA" program has been designed to meet these principles. In effect, it is a capital investment program aimed at developing a strong and effective corps of agency managers to lead us into the future. But the Office of Training and Education cannot do it alone. We need the backing and active involvement of the directorates to ensure that our program is on target, to provide realistic content in our courses and to encourage our excellent managers to participate in the classroom.

Program Design Process

In response to the charge from the draft Executive Development Task Force, OTE sent out a Management Needs Questionnaire to all Agency managers to identify the critical skills and abilities essential for effective first-line supervision in the Agency. We heard from [] Agency managers (the results of this survey are treated in more detail in the Annex).

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¹ We understand that the Director's Task Force on Human Resource Development is reaching similar conclusions about the need for our managers to relate more effectively to our people and will endorse the idea of more attention to management development.

Managers in the four directorates were asked to identify the skills and abilities that are most essential for effective first-line supervisors to master. The most important skills and abilities--those that are common to all the Directorates are:

- o Solve problems
- o Write clearly
- o Get the job done on time
- o Create a motivating environment
- o Keep subordinates informed
- o Speak effectively one to one
- o Keep higher level managers informed
- o Communicate your priorities to your subordinates
- o Know your subordinates
- o Write effective PARs
- o Schedule and coordinate work of unit
- o Work cooperatively with peers

The basic results of the Management Needs Questionnaire are generally consistent with the DO and DS&T training needs assessments done earlier by OTE, with internal DI studies on this subject, and with the student evaluations of existing OTE programs such as the Management Development Course. We plan to focus our basic management courses on improving these critical skills.

To follow up and complement the questionnaire, OTE personnel met with [] working-level managers in all the directorates as well as with senior directorate and component officers to discuss management training issues. Although somewhat critical of past OTE courses, virtually all of them thought the Agency should devote more effort to management training. Many want Agency training to be an integral part of the career development of their subordinates.

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Agency Values and Expectations of First-line Managers

As part of our program design effort, we have given considerable thought and discussion to the management philosophy and values the program should give voice to. Without such a set of values, OTE management training would be left adrift, with no firm footing in the Agency.

We believe that we need to do a better job of explaining to our managers, especially first-line supervisors, what Agency management expects of them in relationship to Agency employees. Although some managers have an instinctive feel for dealing with others, too many are left unsure of their role. They either become softies or tyrants. The result is often a combination of low work unit productivity and employee disaffection. At its worst, it leads to wasted personnel resources, excessive turnover, personnel security risks, and difficult personnel handling cases.

We believe we should extrapolate from our Agency culture, the Credo, and statements by the Director some broad guidelines for our managers and reflect this in our training. Based on our discussions with Agency managers, we believe the following gets at some of these key values:

- * We are an action-oriented, can-do Agency.
 - The first responsibility of a manager is to get the work of his or her unit accomplished.
 - This is done through and because of the excellence of our people.
- * We are a meritocracy that believes individual achievement makes a difference.
 - We reward people who produce.
- * We value our employees.
 - Everyone--from courier to case officer--is essential to our mission.
 - We treat them with decency and respect.
 - We deal with them honestly, candidly, and directly.
 - We pay attention to their aspirations.
- * We want our employees' ideas, energy, and commitment.
 - So we listen to them.
 - We involve them in solving our problems.
- * We are committed to developing our employees.
 - We teach them our values.
 - We coach them to develop their skills and talents.

We propose to use the classroom to give our managers guidance on how to implement these values in the workplace.

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